



a report to the legislature

ON IMPLEMENTING HIGH SKILLS, HIGH WAGES, JUNE 03 TO JULY 04

WASHINGTON STATE
Workforce Training and Education Coordinating Board

Our Vision

Washington's Workforce Training and Education Coordinating Board is an active and effective partnership of labor, business, and government leaders guiding the best workforce development system in the world.

Our Mission

We shape strategies to create and sustain a high-skill, high-wage economy.

To fulfill this Mission, the Board will:

- Advise the Governor, Legislature, and other policymakers on workforce development policy and innovative practice.
- Promote a seamless workforce development system that anticipates and meets the lifelong learning and employment needs of our current and future workforce.
- Advocate for the training and education needed for success in the 75–80 percent of jobs that do not require a baccalaureate degree
- Ensure quality and accountability by evaluating results, and supporting high standards and continuous improvement.

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Representing Local Elected Officials

Ellen O'Brien Saunders
Executive Director

The Workforce Training and Education Coordinating Board does not discriminate or deny services on the basis of race, color, national origin, sex, age, religion, or disability.

This publication is available in alternative format upon request.

**ANNUAL REPORT TO THE LEGISLATURE
JULY 2003–JUNE 2004**

Progress of Agencies in Implementing

***High Skills, High Wages: Washington's
Strategic Plan for Workforce Development***

Our Agenda for Action 2002



**WASHINGTON STATE
Workforce Training and
Education Coordinating Board**

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2004 Report to the Legislature Customer Satisfaction Survey

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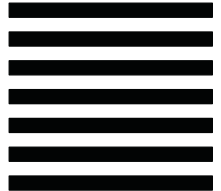
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DO NOT STAPLE—SEAL WITH TAPE

October 2004

Dear Governor Locke, Members of the State Legislature, and Interested Parties:

On behalf of the Workforce Training and Education Coordinating Board and our partners, I am pleased to forward our annual report, *Progress of Agencies in Implementing High Skills, High Wages: Washington's Strategic Plan for Workforce Development—Our Agenda for Action 2002*.

This report fulfills the mandate of RCW 28C.18.080 (3) and (5) and describes our progress in accomplishing the plan.

Between July 1, 2003, and June 30, 2004, the 12 local Workforce Development Councils and the state agencies that comprise the state's workforce development system made significant progress in implementing the specific strategies outlined in "Our Agenda for Action 2002." This agenda increased our focus on meeting the workforce needs of key industries, such as health care and information technology. It gave more attention to the needs of people with disabilities, people of color, and women—populations that will increasingly comprise the workforce of the future. It stressed the needs of high school students and those who have dropped out. Many of the strategies emphasized private-public partnerships with industry; another central theme was customer service.

Progress in these important areas has been due to the commitment and work of many leaders throughout our state and to the special leadership of the 12 local Workforce Development Councils; the State Board for Community and Technical Colleges; Office of Superintendent of Public Instruction; and the departments of Employment Security; Social and Health Services/Vocational Rehabilitation; Labor and Industries; Community, Trade and Economic Development; and Services for the Blind. The Workforce Board appreciates our very committed and productive partners.

I believe that you will find the report, and the specific actions highlighted, of particular interest. Should you have additional comments or questions, or require further copies of the report, please call me at 360-753-5660.

Sincerely,

A handwritten signature in black ink, reading "Ellen O'Brien Saunders". The signature is written in a cursive, flowing style.

Ellen O'Brien Saunders
Executive Director

INTRODUCTION

The Workforce Training and Education Coordinating Board (Workforce Board) set an action agenda for the state's workforce development system when it adopted *High Skills, High Wages: Washington's Strategic Plan for Workforce Development—Our Agenda for Action 2002* in May 2002. To track progress on how the state's workforce training and education agencies are implementing the *High Skills, High Wages* agenda, and to fulfill the mandate of RCW 28C.18.080 (3) and (5), the Workforce Board prepares an annual report to the Governor, appropriate legislative committees, and interested parties.

The report captures progress of the 12 local Workforce Development Councils (WDCs), the State Board for Community and Technical Colleges (SBCTC), Office of Superintendent of Public Instruction (OSPI), the departments of Employment Security (ESD), Social and Health Services/Vocational Rehabilitation (DVR), Labor and Industries (L&I), Community, Trade and Economic Development (CTED), Services for the Blind (DSB), and the Workforce Board in accomplishing our agreed upon strategies.

Building on Success¹

Washington has made great strides in workforce development. Private-public partners are working together more than ever and realizing the benefits of collaboration. Responsible organizations and agencies have made progress in implementing *High Skills, High Wages 2002*.

Industry skill panels are spurring economic vitality in local areas. Industry skill panels support the economy, and the Workforce Board is committed to expanding their numbers across the state. The panels consist of employers, labor representatives, and training providers. They assess skill needs for workers in key industries, and implement strategies to close skill gaps. As of July 2004, there were 26 skill panels in construction, electronics, game software development, energy, information technology (IT), manufacturing, and health care. There are health skill panels convened by each of the 12 Workforce Development Councils.²

Washington wins the Boeing 7E7 bid. An outstanding workforce package ensures Boeing access to highly skilled workers, and Boeing workers will enjoy an Employment Resource Center with recruitment, assessment, training, and retention services. The package also includes a component to develop a two-year Aerospace Manufacturing Degree Program.

¹ The section "Building on Success" appears in chapter five of *High Skills, High Wages 2004*.

² For a full description of skill panels see the report *Competitiveness and Opportunity, Public and Private Industry Partnerships that Work* at <www.wtb.wa.gov/SKILLS.PDF>.

Washington receives a national award for exceeding performance targets. In 2003, Washington was one of five states to receive a \$3 million award from the U.S. Department of Labor (DOL) and the U.S. Department of Education (DOE).³ The Workforce Board directed local areas to utilize the award to address the shortage of health care workers.

Washington leads states in performance measurement. DOL requested that Washington lead the states in a new design for the performance management system across the nation. The Workforce Board has convened teams of leaders from Florida, Michigan, Montana, Oregon, and Texas to carry out the project known as the Integrated Performance Information Project.

Washington expands customized training to meet employer needs. For the 2003-05 biennium, the Legislature appropriated funds to expand the Job Skills Program (JSP) from \$1.14 million to \$2.95 million, and the Governor authorized the use of \$3.2 million in 2003-04 Workforce Investment Act (WIA) funds for customized training. In 2003, 827 incumbent workers received training via JSP and another 706 will be trained in 2004.⁴

Increasing enrollments in high-demand programs. For the 2003-05 biennium, the Legislature appropriated \$20.1 million to expand enrollments in education and training programs for occupations that are in high demand by employers. The supplemental budget for 2005 provides an additional \$7.12 million to expand high-demand enrollments.

Dealing with health care personnel shortages

- The state Health Care Personnel Shortage Task Force, convened by the Workforce Board at the request of the Legislature, has enabled employers, labor, education, and government to tackle labor shortages in nursing and allied health occupations. The Task Force developed a state plan for addressing the severe shortages of health care personnel and reports progress annually.
- All 12 WDCs have established Health Skill Panels to create innovative solutions.
- In 2003, the Legislature appropriated funds to expand higher education capacity of which \$11.8 million was directed to health care education and training programs. As a result, there will be about 2,000 more students enrolled in health care programs.⁵

³Workforce development performance targets were exceeded for WIA Title I, Perkins Vocational and Technical Education, and Adult Education and Family Literacy.

⁴Provide data on state appropriated funds for incumbent worker training in other states compared to Washington.

⁵See the plan in *Crisis or Opportunity?* and a report on progress in fulfilling the plan in *Progress 2003* at <www.wtb.wa.gov/HEALTHCARETASKFORCE.HTM>.

WorkSource customer service training and new information exchange boosts employment services

- Physical and program accessibility of 26 WorkSource centers were assessed by ESD, DVR, DSB, and local staff. Teams recommended ways to remove service barriers, and multiagency staff received customer service training. ESD conducted over 50 outreach events for people with disabilities seeking to obtain work, in addition to a series of Native American disability conferences.
- ESD launched the new information system for WorkSource called Services, Knowledge, and Information Exchange Systems (SKIES).
- DVR supported two conferences on Health Care for Workers with Disabilities (HWD) and the new Ticket to Work Program. Over 400 agency staff and affiliates are now prepared to inform 148,000 eligible Social Security disability beneficiaries about services available via HWD.⁶

New products deliver in-depth labor market information. Jobseekers, students and their parents, career counselors, WorkSource staff, employers, and others can access information on state and local job vacancies, occupations in demand, and wage rates. A new ESD survey of employers estimates job vacancy rates for industries and specific occupations, state and local job trends, and is conducted twice a year. Results of this survey, and other information, are available via the Workforce Explorer, <www.WorkforceExplorer.com>.

A new grant will improve responsiveness to employers. The Association of Washington Business' (AWB) Institute for Workforce Development and Economic Sustainability (IWDES) won a two-year Workforce Innovations Network (WINS) grant to expand business engagement with the workforce development system.⁷ The WINS project will improve AWB member participation on local councils, and design a project to "loan" executives to WorkSource centers to improve services to business.

Washington leads in apprenticeship innovations. New apprenticeship programs have been created in health care occupations. Tacoma-Pierce County WDC's health skill panel (Pierce County Health Services Careers Council) and MultiCare Health System worked with the Washington State Apprenticeship and Training Council to establish a Health Unit Coordinator Apprenticeship, and two apprenticeships in the specialized imaging fields of Computed Tomography and Magnetic Resonance Imaging. These are the first of their kind in the nation. In addition, the 2004 Legislature passed House Bill 3045 providing the Duwamish Center of South Seattle Community College with additional land to expand the number of apprenticeships offered, and the Governor set aside \$1 million to create or expand apprenticeships.

⁶ HWD allows people with disabilities to work and earn up to 450 percent of the federal poverty level and still continue their Medicaid coverage, eliminating one of the most significant barriers to employment. See Section 203 of the Ticket to Work and Work Incentives Improvement Act of 1999 Health Care Financing Administration. The Act enables states to eliminate barriers to employment for people with disabilities by improving access to health care coverage available under Medicare and Medicaid information at <www.hcfa.gov/medicaid/twwia/twwiahp.htm>.

⁷ Launched nationally in 1997 with support from the U.S. DOL, WINS is a collaboration of Jobs for the Future, the Center for Workforce Preparation of the U.S. Chamber of Commerce, and the Center for Workforce Success of the National Association of Manufacturers.

Community colleges and private career schools continue to receive earmarked funds to retrain dislocated workers. In 2003, SBCTC used the greater portion of high-demand funds appropriated by the Legislature to fund the Worker Retraining Program. Dislocated workers are able to receive additional weeks of unemployment insurance benefits while retraining. ESD's high-quality rapid response system, guided by labor-management committees, is also a significant service for dislocated workers.

The Workforce Board provides online consumer reports on education and training programs. The system informs consumers and staff about programs that meet performance standards, program results for placing students into jobs, and pay rates. Find the sites at <www.wtb.wa.gov/etp/> and <www.jobtrainingresults.org>.

GOAL 1

Skills Gap

To close the gap between the need of the employers for skilled workers and the supply of Washington residents prepared to meet that need.

Objective 1.1 Create private-public partnerships to enable individuals to move up job and career ladders throughout their lives.

	Employment Security Dept. (ESD)	Office of Superintendent of Public Instruction (OSPI)	St. Board for Community & Technical Colleges (SBCTC)	Workforce Training & Education Coordinating Board (Workforce Board)
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Form industry skill panels especially in high-demand economic clusters such as health care and information technology, to assess emerging and declining skill needs, and develop training programs.

Provide high-quality labor market information that enables programs to respond to changes in the labor market, and inform students and customers about current career opportunities, especially in high-demand clusters such as health care and information technology.

Develop modular curricula and assessments that are linked to industry skill standards.

Created the Job Vacancy Report, which captures job openings from survey information collected from over 20,000 employers across the state. Published the Employee Benefits Survey Report and mailed regional reports to employers, presenting data in a simple format to help them determine if their employee benefits packages are competitive. This WorkSource mailer was part of an informational campaign to increase awareness and use of WorkSource business services.

Created 22 new career and technical education curriculum frameworks and 36 new curriculum planning guides—all based on industry or national organization standards. A total of 54 curriculum frameworks are now available. Most new work centered on courses in agriculture and technology education.

Modularized curriculum linked to industry skill standards is used throughout the community and technical college system. Linking curriculum to industry skill standards is required of all programs approved by SBCTC and included as an element in all state and federal workforce grants and plans.

Created four new health care industry skill panels in Eastern Washington and supported advanced phase activities for 16 other skill panels. As of July 2004, there are 26 skill panels in such industries as information technology, electronics, construction, and energy. Industry skill panels encourage companies normally in competition with each other to work together on shared human resource problems.

Significant Progress ■

Some Progress ▲

No Progress ●

Objective 1.2 Increase the number of young people who understand, and act on career opportunities available through career and technical education and training programs, including youth from target populations.

STRATEGIES

Form partnerships with industries to market their career opportunities.

Develop individual career plans for all youth to ensure awareness of links between learning and employment. Ensure all youth are aware of the range of career choices available including high-wage, high-demand occupations and nontraditional occupations.

Enhance educational attainment of career and technical education students with limited English proficiency.

Partnered with the Association of Washington Business and the Museum of History and Industry to create 12 additional case studies of Washington industries, focusing this year on manufacturing. Student and teacher guides for each case study are available on OSPI's website. OSPI also continued to support the 238 local school districts' general and program advisory committees that require industry representatives.

Supported the replication of the new Navigation student planning curriculum that improves student performance through individualized planning that involves career exploration.

All districts can connect to National Career Cluster Initiative information through OSPI's website. Career planning is an integral and required part of all exploratory career and technical education courses.

South Puget Sound "Expanding Your Horizons" (EYH) conference focused on careers in mathematics through small, hands-on workshops provided at the University of Washington Tacoma and the Museum of Glass. The event was attended by 170 middle school girls representing 12 school districts in Pierce and Thurston counties. EYH conferences occur throughout the state.

Office of Superintendent of Public Instruction (OSPI)
Workforce Development Councils/Youth Councils (WDC)

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Career and technical education teachers and staff received in-service training and other professional development opportunities to assist students with limited English proficiency (LEP). The Work-Based Learning (WBL) Coordination Manual and Guidelines were updated and included additional clarification on assisting special needs learners in WBL activities. Skills Centers' summer programs served a number of LEP students through partnerships with WDCs.

All 12 WDCs implemented this strategy. Example: In the Northwest WDC area, all 322 Workforce Investment Act youth program participants developed a career/employment plan that included a skill-based portfolio, high school/GED completion goals, and a fifth-year plan for transitioning to employment and/or further training. Council partners hosted "Road Less Graveled" and "Try a Trade" projects, providing career information on high-wage, high-demand nontraditional occupations. Additionally, 620 middle and high school students attended health occupations presentations in 16 school districts.

Objective 1.3 Expand mentor and work-based learning opportunities for all youth by working with the employer community.

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Provide support to employers in supplying work-based learning opportunities based on individual career plans.

Increase adult mentoring of youth participating in workforce development programs.

Updated the Work-Based Learning (WBL) Coordination Manual and Guidelines that help districts develop, manage, and support employer involvement, and aid the coordination of work-based learning. Technical assistance continues to be provided to districts on implementation of appropriate WBL experiences for students. Some 920 educators attended professional development sessions on the new WBL standards.

Provided support for the development of a web-based, school/employer matching service by the Pierce County Careers Consortium (<www.internmatch.org>). This project will be expanded by OSPI into a statewide service in the 2004-05 school year.

Examples: Snohomish County Superior Court's Juvenile Court and the Snohomish County WDC's Project REACH provided adult mentoring to 120 youth and young adults engaged in the justice system, resulting in a recidivism rate of less than 5 percent, well below the expected rate.

In the Tri-County WDC area, 43 youth participated in the Academic and Career Excellence demonstration project. Of the 43 students, 22 students received a high school diploma or GED within 16 months. Of those, 14 entered postsecondary or advanced training, and those who have not graduated remain in school and are on track to graduate. Mentoring is a key component.





Office of Superintendent of Public Instruction (OSPI)	Workforce Development Councils/Youth Councils (WDC)
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Objective 1.4 Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs.

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Develop new programs, and increase student enrollments in workforce training, especially in high-demand industry clusters such as health care and information technology.

Partner with industries to provide facilities, faculty, and equipment in high-wage, high-demand fields.

Office of Superintendent of Public Instruction (OSPI)	St. Board for Community & Technical Colleges (SBCTC)
	
	

Total secondary career and technical education enrollments in 2002-03 increased from the previous year by 21,507 FTEs. These numbers include a 9,578 FTE increase in health service occupations and a 7,345 FTE increase in information technology (IT) and telecommunication occupations.

Supported the Digipen Institute of Technology to expand student interest in IT careers through summer workshops and year-long classes at secondary vocational skill centers, including after-school youth programs and targeted workshops for girls to attract them to this well-paid and exciting industry. Microsoft donated Visual Studio to all school districts.

Since July 2003, 201 new programs and 20 new Associate in Applied Science-Transfer (AAS-T) degrees were approved for the community and technical colleges. New information technology and health care programs were established. The AAS-T, a workforce degree, is based on core general education courses and articulated with specific baccalaureate programs.

Six colleges received Centers of Excellence designation and funding to organize statewide efforts in high-wage, high-demand programs supported with matching funds from business and industry. In addition, 23 colleges received funding to support high-wage, high-demand programs. These start-up and expansion projects were linked to economic development strategies, and curriculum was based on industry-defined skill standards.

Objective 1.4 (cont.)

		Higher Education Coordinating Board (HECB)	Labor & Industries/ WA St. Apprenticeship & Training Council (WSATC)	St. Board for Community & Technical Colleges (SBCTC)
STRATEGIES	Expand the ability of higher education institutions to recognize and grant credit for competencies obtained through other educational institutions and employment.	▲		■
	Increase availability of applied degrees especially in science technology, engineering technology, and information technology.	▲		■
	Expand apprenticeship training in emerging fields, and expand preparation programs for apprenticeship in high-demand clusters including construction.		■	
<p>Eastern Washington University (EWU) and the Community Colleges of Spokane are developing transfer requirements defined by competencies for specific academic disciplines. Faculty and administrators from these institutions are selecting the academic disciplines and will report progress to the Legislature in December 2004.</p> <p>Bachelor of Applied Science (BAS) degrees in Safety and Health Management and Industrial Technology have been approved by Central Washington University's faculty and Board of Trustees and await approval by HECB. Two other BAS degree programs are in the initial stages of development: Information Technology and Food Service Management.</p> <p>In 2003, EWU received approval to offer a Bachelor of Science in Technology, Applied Technology option at Bellevue Community College. Bellevue is the fifth community college through which EWU offers this major. EWU is currently in the initial stage of a feasibility study to develop a Bachelor of Applied Science degree with new majors.</p> <p>Approved the first three health care apprenticeship programs in the nation. Also approved a nontraditional apprenticeship program for data/voice cabling technicians. Washington was selected by the U.S. Department of Labor as one of five states to work with the Council for Adult Experiential Learning to develop apprenticeship career lattices in health care.</p>		<p>Two-year colleges continued strong partnerships with high schools, increasing dual credit opportunities through tech-prep. Articulation agreements enabled 13,237 students to earn over 82,866 professional-technical college credits while taking courses at their home high schools.</p> <p>Two-year colleges now offer 65 Associate in Applied Science-Transfer (AAS-T) degrees, including 20 new degree programs approved in 2003-04. The AAS-T, a workforce degree, is based on core general education courses and articulated with specific baccalaureate programs. Additionally, 14 new information technology degrees and one science degree received approval in 2003-04.</p>		

Significant Progress ■

Some Progress ▲

No Progress ●

Objective 1.4 Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high-quality workforce education and training programs. *(cont.)*

STRATEGIES

Increase the number of individuals prepared to teach students for high-wage, high-demand fields.

Highlight and replicate best practices from around the state and nation in career and technical education.

Office of Superintendent of Public Instruction (OSPI)	St. Board for Community & Technical Colleges (SBCTC)
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OSPI supported expansion of information technology (IT) courses and teachers in partnership with Washington State University and the National Workforce Center for Emerging Technologies. More teachers (262) mastered high-end software and technology and learned how to use new curriculum designed to help students attain high-end IT skills. In addition, more than 800 educators in all pathways received professional development in technical skills.

Industry-based professional development grants enabled 91 faculty to upgrade their skills and knowledge of current practices in their fields, including IT, nursing, engineering, automotive, and welding.

OSPI's pathway supervisors identified and highlighted best practices from around the nation as they worked with teacher and student organizations. The career and technical education (CTE) advisory group, Washington Association of Career and Technical Education annual conference, Washington Association of Vocational Administrators conference and area groups, and other CTE organizations offered peer mentoring. They also exchanged new program information and provided OSPI with best practice examples that are highlighted on OSPI's website <www.k12.wa.us>.

A total of 43 best practices grants enabled 26 two-year colleges to promote systemic change by sharing innovative and replicable programs and practices.

South Kitsap High School was honored by Certiport as a national model in IT education. Additionally, South Kitsap and Pasco high schools were honored by the U.S. Department of Education for their leadership in the national IT cluster development.

Objective 1.5 Increase education and training for older workers and retired individuals who want to return to work.

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Encourage older workers and retired individuals who want to return to work to pursue education and specialized training, and improve access for seniors to take advantage of these opportunities.

Dept. of Social & Health Services/
Aging & Disability Services
Administration (DSHS)



Twelve Area Agencies on Aging arranged community service jobs for more than 151 older workers. At the Seattle Mayor's Office for Senior Citizens, 3 older workers acting as job counselors assisted 534 older unemployed workers, finding jobs for 363. King County partner agencies sponsored a resource fair attended by hundreds of mature workers and 40 nonprofit and public agencies.

Significant Progress ■

Some Progress ▲

No Progress ●

GOAL 2 Incumbent & Dislocated Workers

To enable workers to make smooth transitions so they, and their employers, may fully benefit from the new, changing economy by putting in place a coherent strategy for dislocated and incumbent worker training.

Objective 2.1 Increase economic competitiveness and prevent dislocation by expanding customized incumbent worker training.

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Increase publicly supported customized incumbent worker training, and provide incentives to both employers and employees for this type of training.

Workforce Training
& Education
Coordinating Board
(Workforce Board)

The 2003 Legislature increased funding for the Job Skills Program (JSP) from \$1.14 million to \$2.95 million for the biennium. Previous evaluations found wage gains for JSP participants. The Workforce Board, State Board for Community and Technical Colleges, and Employment Security Department coordinated the allocation of state and federal funds to support workforce development in key industry sectors. The Workforce Board participated on the state's Boeing 7E7 Action Washington State Team.

Significant Progress ■

Some Progress ▲

No Progress ●

Objective 2.2 Enhance business expansion and retention strategies.

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Market retention services to at-risk businesses and their workers.

Dept. of Community,
Trade & Economic
Development (CTED)



Marketed retention and expansion services online and through local Economic Development Councils and targeted sectors. Helped save or create 2,388 jobs in 333 firms. CTED's partner, Washington Manufacturing Services, also marketed retention assistance to help companies become more competitive.

Objective 2.3 Return unemployed workers to suitable work in as short a time as possible.

STRATEGIES

Establish a coherent, flexible, and accessible dislocated worker service strategy, and continue best practices such as rapid response labor-management committees.

Provide retraining in high-demand fields.

Rapid response partners convened 12 local labor-management committees to assist those facing layoffs or plant closures in industries such as agri-business, forest products, health care, manufacturing, and transportation. Some 8,175 dislocated workers, affected by 49 WARN layoff events, learned about rapid response services. Additionally, 3,899 dislocated workers from 55 companies received rapid response services and orientations on the Trade Act program.

The Job Skills Program (JSP) provided customized training for 2,541 individuals. Twenty-three JSP projects targeted new and incumbent workers needing additional or upgraded skills. In 2003-04, the two-year colleges used Worker Retraining funds to offer retraining to 16,595 unemployed or dislocated workers.

Employment Security Dept. (ESD)	St. Board for Community & Technical Colleges (SBCTC)	Workforce Development Councils (WDC)
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All 12 WDCs implemented this strategy. Example: The Seattle-King County WDC emphasized increasing and enhancing placement services for 5,737 dislocated workers. Of 2,271 who left the program, 82 percent found jobs that paid at an average hourly wage of \$19.22.

The Benton-Franklin WDC participated in the Enhanced Reemployment Services Pilot and reported the following statistics:

- * 773 percent increase in Unemployment Insurance (UI) claimants receiving direct job referrals
- * 20 percent increase in job placements for dislocated workers
- * Achieved 543 percent of the UI claimant entered employment goal

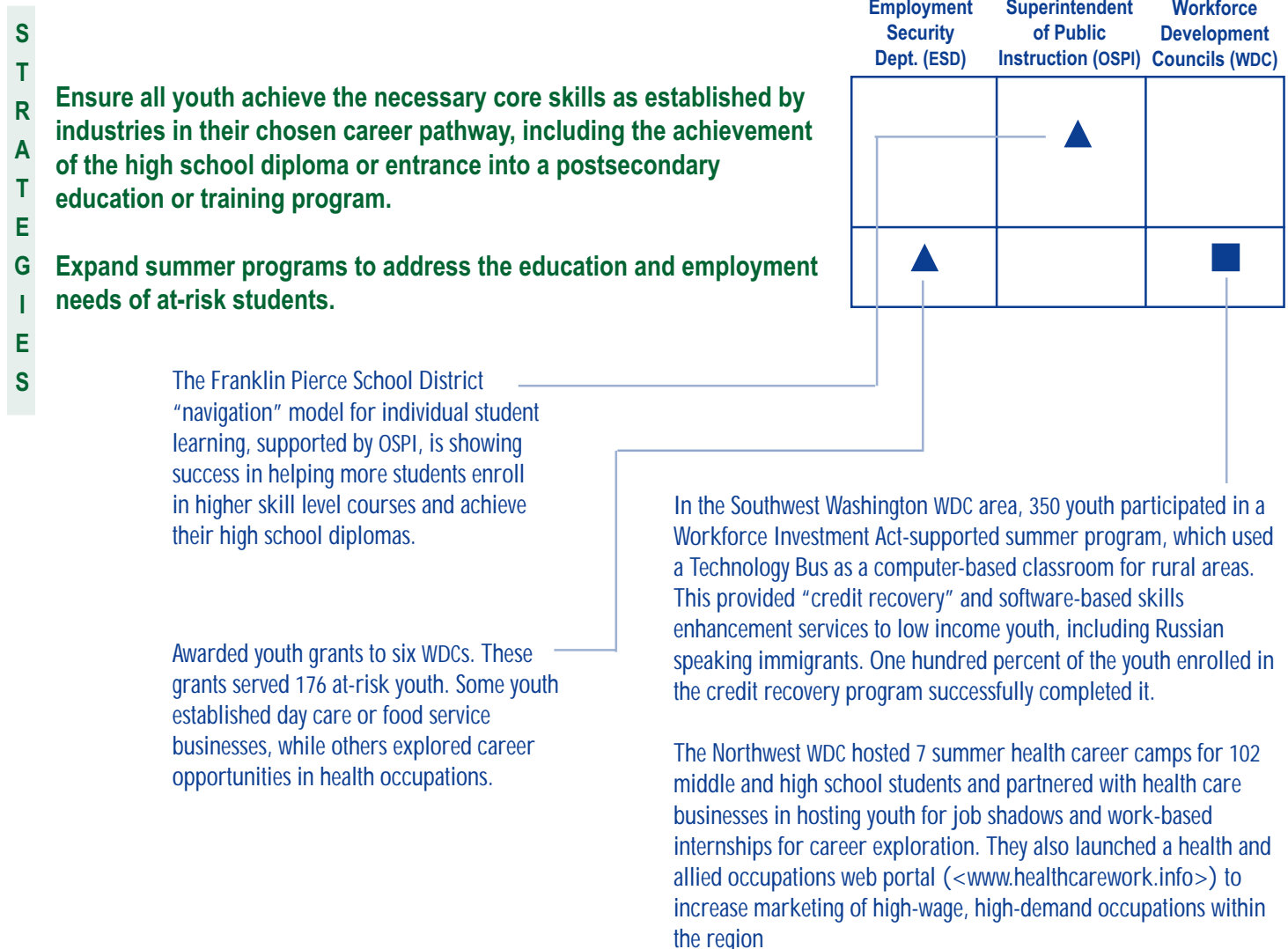
The North Central WDC area rapid response teams responded to 3 major closures affecting about 900 fruit packing and food processing workers. The dislocated workers received reemployment assistance. One-third of those served had limited English proficiency. The Spanish-speaking workers accessed WorkSource services with the help of translators. Many enrolled in special occupational English classes.

GOAL 3

Wage Progression for Low-Income Workers

To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and other low-wage workers to move up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, people with disabilities, and women.

Objective 3.1 Increase high school graduation rates.



Significant Progress ■

Some Progress ▲

No Progress ●

Objective 3.2 Assist unemployed individuals to gain and retain employment.

STRATEGIES

- Develop a more effective labor exchange to help individuals get jobs with the greatest potential for wage progression.
- Sustain and expand programs with demonstrated success in enabling low-income individuals to achieve wage progression.
- Expand access to support services such as child care, especially for target populations.
- Strengthen postemployment services for customers.

Dept. of Social & Health Services/ Voc. Rehab. (DVR)	Employment Security Dept. (ESD)	Office of the Governor/ Employment Security Dept. (Gov.)	Workforce Development Councils (WDC)
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Implemented the WorkFirst Targeted Wage Initiative (TWI), which offered participants skill assessments, employability skills training, and intensive job search assistance. TWI's goal is to place clients, within 90 days, in jobs paying over minimum wage and with potential for wage progression.

All 12 WDCs implemented this strategy. Olympic WDC expanded labor exchange services in response to customer comments by adding new locations for customers to access Workforce Investment Act services. New locations include Kitsap Community Resources in Bremerton and Port Orchard and SoundWorks in Poulsbo. Council partners enhanced staffing at resource centers in WorkSource offices to help job seekers improve their job search.

The Pacific Mountain WDC built on its effort to expand services into the business community through the success of its "Business-to-Business" strategy. During 2003-04, business contractors increased the service to the region's business community by 55 percent.

Even with budget pressure, DVR continued funding for child care and support services, e.g., transportation, work clothing, and work tools. In locations where people were served by DVR and another program, funding was pooled to expand support services.

All 12 WDCs implemented this strategy. In the Eastern Washington Partnership Workforce Development Area, a customized employment grant provided expanded support services to 15 individuals with disabilities. Twenty at-risk youth received support services, including child care, through new DSHS services in Walla Walla.

WorkFirst Post-Employment Labor Exchange (WPLEX) services helped 37 percent of the participants served to realize a 10 percent annual increase in monthly earnings.

WPLEX served 16,200 clients. Eighty-eight percent of the clients remained off Temporary Assistance for Needy Families.

Objective 3.3 Remove barriers for populations with unique obstacles to employment, and increase the number of employers who hire individuals with disabilities, women, and people of color in high-wage, high-demand occupations.

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Plan for and implement the Ticket to Work program.

Educate employers, especially employers from high-wage, high-demand industries about the benefits of hiring individuals from target populations.

Develop accountability and program improvement mechanisms for increasing employment and earnings for target populations.

Dept. of Services for the Blind (DSB)	Dept. of Social & Health Services/Voc. Rehab. (DVR)	Employment Security Dept. (ESD)	Workforce Training & Education Coordinating Board (Workforce Board)
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Developed strategies to meet the unique needs of Social Security disability beneficiaries who qualify for the Ticket to Work program.

Over 137,500 Social Security disability beneficiaries are eligible for services under the Ticket to Work Program. DVR designed and distributed brochures to adults and to students leaving high school providing information on program benefits. Established a toll-free line for ticket holders to call with questions, and cosponsored seven regional resource fairs on work incentives for both Ticket holders and professionals.

DVR supported two conferences on Health Care for Workers with Disabilities (HWD) and the new Ticket to Work program. Over 400 agency staff and affiliates are now prepared to inform 148,000 eligible Social Security disability beneficiaries about services available via HWD.

Assessed program outcomes for African Americans, Asians, Pacific Islanders, Hispanics, Native Americans, people with disabilities, and women. Outcomes included wages and earnings, employment, etc. Published results in *Workforce Focus* and shared report at Workforce Strategies 2003 conference. Will republish in 2005.

The WorkFirst partnership in Whatcom County, including Native American representatives, developed a PowerPoint presentation to be used to inform employer groups on the benefits of hiring WorkFirst participants.

Objective 3.4 Assist low-income individuals to move up a career ladder by increasing training and developing career opportunities.

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Expand customized training, apprenticeship preparation and apprenticeship programs, and other training opportunities for low-income individuals.

Provide training programs at times and locations that are accessible to working people, and provide support services to assist in overcoming barriers to training.

Employment Security Dept. (ESD)	Labor & Industries/ WA St. Apprenticeship & Training Council (WSATC)	St. Board for Community & Technical Colleges (SBCTC)
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Awarded nine Targeted Industry Partnerships grants offering customized training to incumbent workers in high-demand occupations such as building construction, computer forensics, health care, and marine construction. Over 740 incumbent workers upgraded their skills and earned credentials, certificates, or college credits.

Offered planning assistance to the Northwest Laborers Apprenticeship Committee for the sixth Annual Construction Apprenticeship Academy. The Academy introduced 54 apprenticeship applicants to the trades. WSATC created a Tribal Liaison Subcommittee to work with Washington’s Tribal Councils to expand apprenticeship opportunities on tribal construction projects.

Customized Jobs Skills Training, developed with employers, provides work readiness skills integrated with basic skills and English-as-a-Second Language to Temporary Assistance to Needy Families clients preparing to enter the workplace. In 2003-04, all 34 community and technical colleges, 3 private vocational institutions, and 1 Native American college provided customized job skills training to over 3,447 students. Additionally, 20 community and technical colleges received funds to provide classroom instruction to 450 full-time equivalent apprentices.

In 2003-04, community and technical colleges offered 91 evening professional-technical programs, 64 weekend professional-technical programs, and 70 online professional-technical programs to increase access and minimize barriers to education and training.

Objective 3.4 Assist low-income individuals to move up a career ladder by increasing training and developing career opportunities. (*cont.*)

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Increase basic skills instruction in the workplace and integrate it into occupational skills training.

Support the development of career ladders leading to high-wage, high-demand occupations.

Create and offer financial incentives to employers and low-income workers to increase training.

Office of the Governor/ Employment Security Dept. (Gov.)	St. Board for Community & Technical Colleges (SBCTC)	St. Board for Community & Technical Colleges/ Office of Adult Literacy
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Managed the Work Opportunity Tax Credit program, a federal income tax credit program, which saves employers up to \$2,400 each time they hire someone who is a member of one of eight targeted groups. Over 6,400 new hires yielded tax credits to the employers who hired them.

In 2003-04, career ladder opportunities in high-wage, high-demand occupations were enhanced at the community and technical colleges with the creation of 48 new program options, 561 alternative programs, and 58 short-term programs.

Five community and technical colleges received funding in 2003-04 to pilot projects that integrate English-as-a Second Language and adult basic skills instruction with professional technical training. Aimed at providing models for systemwide replication, these projects served more than 70 students in the areas of Child Development, Commercial Driving, Information Technology, and Automotive Trades and Technology.

GOAL 4 *To integrate workforce development programs to improve customer service.*

Facilitate the Integration of Workforce Development Programs

Objective 4.1 Improve WorkSource services to customers, including target populations, by bringing together individual partner programs to craft comprehensive solutions.

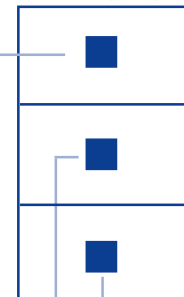
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Understand and respond to the needs of business customers, and implement a coordinated, comprehensive strategy among WorkSource partners.

Improve customer service by collecting and using customer feedback, providing electronic services, and sharing information on customer service best practices.

Include all WorkSource partners in customer service training, including training in serving target populations.

Employment
Security
Dept. (ESD)



WorkSource Washington launched a statewide marketing campaign to enhance awareness and use of WorkSource business services. The six-month campaign, which targeted 14,700 businesses, increased total awareness of WorkSource to almost 90 percent and more than doubled the number of employers that plan to use WorkSource in the future. Direct contact with a WorkSource business representative more than doubled, rising from 8 percent to 20 percent. The campaign generated 2,231 responses from 1,614 businesses.

Conducted a Mystery Shopper program to measure customer service at WorkSource centers: 420 in-person, 356 telephone, and 47 e-mail contacts were made. Customer ratings improved from 3.2 to 3.7 on a scale of 1 to 5. Sponsored the 2003 Dislocated Worker Symposium at which over 300 employment and training professionals learned about local, state, and national customer service best practices.

Provided customer service training for all ESD employees in 2003-04. To date, 2,200 ESD staff have completed the training. This training is available to all WorkSource partners. One key component of the training focused on how staff can improve service to persons with disabilities.

Significant Progress ■

Some Progress ▲

No Progress ●

Objective 4.2 Develop and maintain service delivery capacity that is flexible and responsive.S
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Provide a statewide information system for case management that is shared by WorkSource partners.

Develop systems to track, and report core WorkSource services.

Find financial resources to sustain the WorkSource delivery system infrastructure.

Employment
Security
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Workforce
Development
Councils (WDC)

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Services, Knowledge, and Information Exchange System (SKIES), a case management information system, is used by all workforce development partners. On average, 850 WorkSource staff use it each day. SKIES Version 2, implemented in the fall of 2003, has many added features, some of which were designed to help people with disabilities use SKIES.

All 12 WDCs used the Internet-based WorkSource Membership System to track core customer activities provided through the one-stop career development system. WDCs, in collaboration with ESD, used this systemwide tracking method to report on WorkSource activity, improve local management information, and enhance program performance. Since July 2003, over 424,000 one-stop, "in-person" customer visits have been documented statewide.

Used Workforce Investment Act Statewide Activities funds to support WorkSource infrastructure improvements, including resource room enhancements, facilities upgrades, redesign of workstations, and adaptive equipment purchases to accommodate customers with disabilities.

Objective 4.3 Reach out to individuals from target populations in order to increase their use of WorkSource services, and provide services that meet their unique needs.

- STRATEGIES
- Provide individuals with disabilities with equal opportunities to benefit from WorkSource services.

Increase outreach, recruitment, and marketing activities conducted in partnership with tribes and community-based organizations serving target populations.

Encourage diversity among the membership of local workforce development councils and WorkSource staff to reflect the diversity of the community being served.

Assistive technology equipment purchased and distributed to 26 WorkSource centers and 11 affiliate sites to improve accessibility for individuals with disabilities.

Example: Staff from ESD and Whatcom County colleges, including the Northwest Indian College, developed a PowerPoint presentation entitled: “Uniting Business with People Who Want To Succeed.” The presentation, promoting the benefits of hiring WorkFirst participants, was shared at community events and business meetings.

Employment Security Dept. (ESD)	Workforce Development Councils (WDC)
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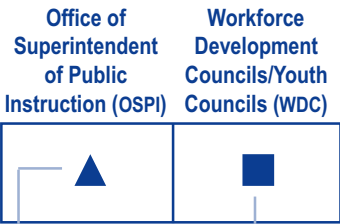
ESD state and local office administrators reviewed quarterly management information reports on the demographic characteristics of ESD staff in WorkSource centers and other ESD locations.

Example: With the assistance of the locally elected officials, Tacoma-Pierce County WDC targeted minority and women-owned businesses for membership: 30 percent of the members are now female; 17 percent are African American; 7 percent are Hispanic/Latino; and 3 percent report a disability. WorkSource Pierce County staff includes those from community-based organizations with expertise working with minority and/or disabled adult and youth populations: Centro Latino (Hispanic/Latino); Goodwill Industries and Vadis Northwest (disabled); Tacoma Community House (immigrants and refugees); and My Service Mind (Korean). Sixty-one percent of youth and 42 percent of adult participants are minorities, and 11 percent of youth and 16 percent of adult participants report a disability.

Objective 4.4 Facilitate the integration of workforce development programs that serve youth.

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Facilitate the transfer of information among workforce development programs serving youth.



OSPI assisted local WDCs as they plan, implement, and evaluate youth programs. OSPI collaborated with the Employment Security Department and the Workforce Board to develop a dropout prevention and intervention program that will leverage Workforce Investment Act (WIA) monies and Basic Education Act funds to provide service for at-risk students in targeted school districts.

All 12 WDCs implemented this strategy. Example: The Spokane Area WDC and its Youth Council launched <www.youthsynergy.net>, a virtual web-based one-stop, developed for youth and for WIA youth service providers. The Council launched a major marketing campaign to encourage youth, service organizations, and employers to use the website.